SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2025

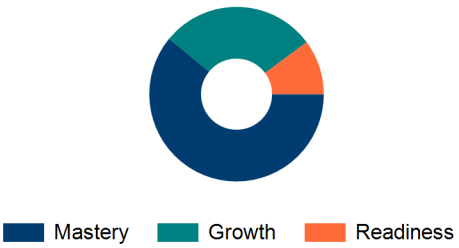
Greenville Elementary
Fauquier County

Performance Category	Accreditation Designation	Federal Identification Status
On Track	Fully Accredited	No Identification

Learn more about the School Quality Profiles

This report helps families, teachers, principals, and community members understand how well their school is performing. It shares student performance in reading, math, and science, along with other important factors that affect school quality, such as student attendance.

Overall School Performance



Mastery: 53.7 / 55 pts Growth: 25.4 / 35 pts Readiness: 8.9 / 10 pts Total: 88.1 /100 pts

*If a school is missing one or more indicators because the number of students in a group was less than 15, then the weight for the missing indicator(s) is reallocated to the other indicators and may increase the component's score above the model weight. **Schools that are federally identified as Targeted or Additional Targeted Support and Improvement (TSI/ATSI) will have their performance category lowered by one level (8VAC20-132-270. F). *** The "<" symbol used in the Indicator tables represents too few students in a group to evaluate.

The School Performance and Support Framework has an overall rating based on points earned in the categories below.

1. Mastery 2. Growth 3. Readiness

These factors are weighted and combined to place each school in one of four performance categories:

Performance Category	Point Range
Distinguished	90–100
On Track	80–89
Off Track	65–79
Needs Intensive Support	< 65

Take Action! How Can You Support Your Child's Learning?

Talk to your student's teacher, counselor, or principal about ways to support your student and school, and to learn about your school. You will learn ways to celebrate and support areas of success and meet any needs identified in this report.

Road to Readiness
Resources for Families

Mastery Indicators:

Reflect how students are meeting academic and English language proficiency standards.

Factors that make up performance scores include Standards of Learning (SOL) assessments and Virginia Alternative Assessment Program (VAAP) tests in Reading, Mathematics, and Science. English Learner (EL) progress is measured by annual growth on the WIDA ACCESS assessment, which tracks proficiency in listening, speaking, reading, and writing.

Reading Performance

Indicator Score: 21.48 out of 22.5 pts

All Students	Percentage
Pass/Advanced	10.62%
Pass/Proficient	69.29%
Fail/Basic	15.74%
Fail/Below Basic	4.33%
Score of Zero	0.00%

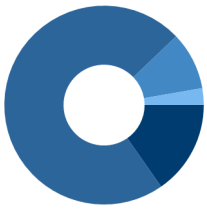
Mastery Index Performance by Percent for each Student Group

All Students	95.47%
Asian	<
Black	<
Hispanic	73.33%
White	97.03%
Multiple Races	95.31%
Economically Disadvantaged	77.58%
English Learners	<
Students with Disabilities	76.97%

Math Performance

Indicator Score: 22.36 out of 22.5 pts

All Students	Percentage
Pass/Advanced	15.29%
Pass/Proficient	72.54%
Fail/Basic	9.41%
Fail/Below Basic	2.74%
Score of Zero	0.00%



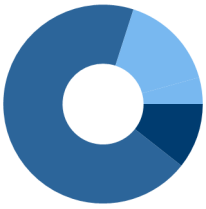
Mastery Index Performance by Percent for each Student Group

All Students	99.41%
Asian	<
Black	<
Hispanic	78.33%
White	101.41%
Multiple Races	90.62%
Economically Disadvantaged	84.48%
English Learners	<
Students with Disabilities	82.23%

Science Performance

Indicator Score: 9.86 out of 10 pts

All Students	Percentage
Pass/Advanced	18.05%
Pass/Proficient	58.33%
Fail/Does not Meet	23.61%
Score of Zero	0.00%



Mastery Index Performance by Percent for each Student Group

All Students	98.61%
Asian	<
Black	<
Hispanic	<
White	99.18%
Multiple Races	<
Economically Disadvantaged	<
English Learners	<
Students with Disabilities	88.23%

English Learner (EL) Progress

Indicator Score: out of pts

All Students	Percentage
Progress	
No Progress	

Progress Rate by Student Group

All Students	<
Asian	<
Black	<
Hispanic	<
White	<
Multiple Races	<
Economically Disadvantaged	<
English Learners	<
Students with Disabilities	<

Growth Indicators:

Reflect how students are progressing academically over time.

Growth is measured by comparing expected learning to actual learning at the end of the year based on past SOL and VAAP performance.

Reading Growth

Indicator Score: 11.27 out of 17.5 pts

All Students	Percentage
Exceeds Growth	13.63%
Meets Growth	27.27%
Below Expected Growth	40.25%
Did not Meet Growth	18.83%

Growth Index Performance by Percent for each Student Group

All Students	64.44%
Asian	<
Black	<
Hispanic	<
White	64.42%
Multiple Races	<
Economically Disadvantaged	48.43%
English Learners	<
Students with Disabilities	54.80%

Math Growth

Indicator Score: 14.19 out of 17.5 pts

All Students	Percentage
Exceeds Growth	23.87%
Meets Growth	34.83%
Below Expected Growth	32.90%
Did not Meet Growth	8.38%

Growth Index Performance by Percent for each Student Group

All Students	81.12%
Asian	<
Black	<
Hispanic	<
White	79.77%
Multiple Races	<
Economically Disadvantaged	75.00%
English Learners	<
Students with Disabilities	75.00%

Readiness Indicators:

Reflect how schools are preparing students for what's next.

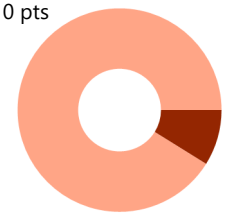
Adjusted Chronic Absenteeism: the percentage of students who miss 10 percent or more of the school year for any reason.

Research shows that missing 10 percent of the school year, or about 18 days in most school divisions- that's just two days a month- negatively affects a student's academic performance.

Chronic Absenteeism

Indicator Score: 8.94 out of 10 pts

All Students	Percentage
Missed Above 10%	10.58%
Missed Below 10%	89.41%



Percent of Chronic Absenteeism by Student Group

All Students	10.58%
Asian	<
Black	<
Hispanic	17.94%
White	8.87%
Multiple Races	11.36%
Economically Disadvantaged	25.45%
English Learners	10.00%
Students with Disabilities	15.62%